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ABSTRACT

The study's purpose was to: (1) determine how the library as an institution can become more responsive to the needs of migrant agricultural workers and families; (2) explore the problems which inhibit the extension of these services; and (3) discover what programs now exist in libraries, public institutions, and private agencies which provide recreational, educational, or informational services for migrants. Data were obtained from 48 of the 70 questionnaires mailed to the six counties or regions with the largest concentration of migrants in Connecticut, New Jersey, and New York. Background information on the migrant worker and his problems was obtained from some 70 State, Federal, private, and individual sources. Information about services for migrants was also requested from state libraries in Delaware, Virginia, Maryland, West Virginia, North Carolina, and Florida. Some findings were: (1) in order to serve migrants effectively, the library must provide appropriate materials such as nonprint media, easy-to-read books of interest to adults, and Spanish language materials; and (2) depending on the library hierarchy's superstructure, general responsibility for reaching these populations was assigned variously to state library extension services or to regional or county libraries. (NQ)

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WHO SERVES THE MIGRANT?

An Inquiry into Migrant Library Services in Selected States Including Studies of Connecticut, New Jersey, and New York

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PREFACE

The purpose of this study is to determine how the library as an institution can become more responsive to the needs of migrant agricultural workers and their families; to explore the problems which inhibit the extension of these services; and to discover what programs now exist in libraries, public institutions, and private agencies which provide recreational, educational or informational services for migrants.

The original plan for the project was to limit the study to include the states of Connecticut, New Jersey, and New York. By concentrated examination of a small area, it was hoped that an accurate profile of current programs and problems deterring the provision of services could be assembled. To accomplish this objective, seventy questionnaires* were mailed to the half dozen counties or regions in each of the three states which show the largest concentration of migrants during the season.[1] Within each county, several local libraries were selected from lists of libraries serving over 10,000 persons.[2,3] It was felt that the community had to be of sufficient size to support a library in which the staff, size of collection, and hours of operation could demonstrate the ability to provide minimal service.

*Appendix A

In the case of New York State, the method of selection differred slightly. The State Department of Health provided a complete roster of migrant camps which included the names of the camps, locations by county and city, and names of owners.[4] Cities, towns, and villages with the largest number of nearby camps were noted. A list of libraries serving these locales was extracted from A Directory of New York State Public Library Systems, July 1970, a publication of the Division of Library Development, University of the State of New York, Albany. Whether the superior method of selection, which was more precise in pinpointing the location of migrant communities, is related to or reflected in the results is open to question.

Finding a dearth of statistical information on subjects necessary to the study, pointed to the usefulness of the questionnaire. Designed to provide an indication of the performance capablities of libraries in migrant areas, it focuses on the types of services and materials suited to this group.

Background information on the migrant worker and the problems of migrant life was solicited by mail from some seventy state, federal, private, and individual sources. Nearly fifty of these returned apologies or supplied helpful materials and suggestions for further possibilites to explore.

As the responses were returned and the information revieved, it seemed advisable to extend the study's scope to encompass, at least superficially, the activities of libraries

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in other states along the Eastern Migrant Stream. Letters requesting information about services for migrants were sent to state libraries in Delaware, Virginia, Maryland, West Virginia, North Carolina, and Florida.

It was evident from early research efforts conducted in the New York Public Library, Columbia University libraries, and the Bridgeport Public Library, that what little information was available in the form of reports of state departments and committees was out of date by ten years or more. For this reason the option of visiting state libraries was included as a part of the project proposal. The response to letters sent to various state agencies--health, housing, education, labor, human resources, welfare--varied enormously. New York responded with copious quantities of reports, bibliographies, reprints, and computer print-outs. This overwhelming response eliminated the need to visit Albany. Since key departments in the state of New Jersey did not reply, a visit was made to Trenton on April 14. Mrs. Doreitha R. Madden, Coordinator of Library Services to the Disadvantaged, was most helpful in contacting several county libraries by phone and in securing for me an interview with Mr. Emmett F. Spurlock, Director of the Office of Migrant Education. Mr. Spurlock, whose engaging personality is superseded only by his enthusiasm for his program, provided much helpful information on the health and educational services afforded migrants in New Jersey. The

agencies controlling migrant activity in Connecticut are predominantly private groups or local county agencies. This fact in addition to lack of time required eliminating these visit to Hartford.

Throughout the course of this study I have been impressed with the enthusiastic responses and the expressions of encouragement from persons directly involved in serving the needs of migrant families. The tendency to question the validity of this study was present in my own attitude and became more acute as I gained a deeper understanding of the wretched conditions which plague these families. Yet, those persons with the greatest awareness of the needs of the migrant groups positively affirm the potential of library service as a recreational and educational resource. This attitude substantially supports the contention that, while programs to improve wages, housing conditions, health care, unemployment benefits, workmen compensation coverage, and nutritional levels alleviate the temporary symptoms, those plans which address themselves to the reeducation and retraining of the migrant will perform a service of permanent consequence. A national farmworkers organization pessimistically predicts that by 1980 ninety to one-hundred per cent of all fruits and vegetables will be mechanically harvested.[5] This portends the gradual disappearance of the migrant as an occupational class within the near future. If the library is to respond to the migrant's needs, it must do so quickly and imaginatively before the opportunity to serve is lost.

What was begun as a purely academic exercise has assumed the proportions of a cause. To have undertaken such a venture without first-hand knowledge of the subject was a risky business, at best. I therefore relinquish any pretense of expertise on the subject of migrant life. Rather, I ask the reader to view my role as that of reporter. I have tried to avoid emotional or unfounded remarks in this study; it is hoped, however, that adherence to this standard will not be attained at the cost of masking the feelings of compassion and concern which I feel very deeply.

In the Bibliography, I have omitted many of the standard reports, articles, and comprehensive treatments commonly mentioned in periodical indexes and bibliographies. My intent is to assemble some new and current sources which might prove useful to the librarian seeking the ways and means for implementing a program of service to migrant families.

The response to inquiries and the seventy per cent return of questionnaires are evidences that many institutions, private agencies, and individuals are firmly committed to helping the migrant secure for himself those rights and privileges which he is entitled to enjoy. Many librarians and individuals from other areas of concern expressed interest in the results of this study and, by their comments, demonstrated their desire to act. That most needed advice on problems of funding, materials selection, and organizational matters was evident. Mr. Martin J. Zonligt, Chairman of the Task Force on Migrants of the ALA Social Responsibilities Round Table,

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in discussing the forthcoming initial meeting in Dallas (ALA Convention, Summer, 1971) expressed the hope that one outcome will be the establishment of a clearinghouse or the initiation of a newsletter as vehicles for information exchange.[6]

I wish to express my sincere appreciation to the librarians, public officials, individuals, and representatives of private organizations who responded so promptly, supplying materials and suggesting additional sources of information. Many women associated with Council of Churches in the three focus states took time to write long detailed letters about their experiences in serving migrant families. While much of this material did not find its way into the paper, these accounts contributed much to my understanding of the total picture. My pleasant experience at the New Jersey State Library is attributable to the efforts of Mrs. Madden and Mr. Spurlock who, in spite of busy schedules, felt this project worthy of their support and therefore, their time.

Finally, I express my thanks to my advisor, Dr. Frances Henne, who encouraged me to undertake this study, and to Mr. Ray Trautman, my faculty sponsor, for his suggestions and for his enthusiastic support.

S.M.J.

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I. MIGRANT WORKER: A PROFILE

In 1969, 257,000 migratory workers left their homes to help harvest the nation's crops. This labor force was composed of intrastate migrants (persons who leave their homes to work in a neighboring county within a state) and interstate migrants (workers entering from a different state).[1]

There are three major patterns of migration. The Mid-Continent and West Coast Streams, which are composed largely of Mexican-American laborers, originate in California and Texas, fanning outward across the North Central, Mountain, and Pacific Coast states.[2] Single males from Puerto Rico and Negro families from Florida and the South contribute the largest number of laborers to the East Coast Stream which extends as far north as Maine.[3]

The one incredible fact is that the migrant must suffer the conditions brought about by his mobility because he chooses to work to support himself rather than to accept the sentence of life in the city on the welfare roles.[4] He is plagued by conditions of poverty, illiteracy, language difficulty, discrimination, and isolation. The ordinary comforts of life as well as the constitutional guarantees elude him. From the moment the migrant family hits the road in search of work, problems beseige them. Within hours

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after leaving their semi-permanent homes basic needs must be satisfied. Yet, there are few roadside eating places which will serve migrants and few filling stations which will allow them to use their toilet facilities. When they arrive at the first camp, they will most likely find that their home is to be a one-room shanty. There may or may not be electricity. There will certainly be water, but it may be unfit for drinking or may come from one pump in a camp housing forty people.[5]

In 1967, the migrant laborer averaged 85 working days at $10.85 per day providing him with an average yearly income of $922.00. Those who could find non-farm jobs after the season made over twice as much, about $2100.[6] Statistics support the estimate of a required budget of $1900 for a family of six following a low-cost food plan.[7] If the two figures, income and food expenditure requirements, are compared, it becomes apparent that the migrant, inspite of back breaking labor, is barely able to survive. Because he is often unable to purchase even the most basic goods and services, he must rely on supplemental programs.

The problem of making contact with the agency providing a needed service may be insurmountable. Many migrants travel with crew leaders in buses or trucks. Without individual means of travel, there is often no way of reaching the health center, legal aid society, or welfare office should the need arise. It is therefore imperative that many services be provided at the camp. Many owners fear

the incrusions of labor organizers, social workers, and others who seek to apprise the migrant of his rights, thereby reducing his powerlessness. Citing private ownership of the property on which the camps are located, many owners have invoked "no trespass" regulations to support the practice of barring access to priests, welfare workers, health officials, and housing inspectors. In many instances, the migrant is the modern equivalent of the medieval serf.[8]

Add to the forementioned problems conditions such as follows: inadequate sanitation and laundry facilities in camps; unsafe drinking water; health problems; chronic malnutrition; disenfranchisement due to mobility; denial of benefits such as welfare aid, workmen's compensation, and unemployment compensation because of residency requirements; exploitation by crew leaders; child labor abuses; poisoning from contact with pesticides; and lack of educational opportunities.[9] The real story begins to emerge.

Legislation, the establishing of federal aid programs, and the efforts of many state agencies and private organizations have contributed to an overall improvement within the past few years. Although much progress has been made in the areas of health care and migrant education, programs are still falling short in the number of migrants being reached.[10,11] The difficulties in designing a record-keeping mechanism for interstate workers has slowed progress in the areas such as insurance coverage, social security, workmen's compensation,

voting rights, and health care.[12] One computerized record-keeping program is already operational in the area of migrant education. The "Migrant Student Record Transfer System" enables a local school to secure information relative to health and school records within a 24-hour period.[13] Perhaps similar techniques can be applied to other areas dependent on interstate transfer of information.

Temporary alleviation of the more basic stresses such as hunger, disease, and subsistence will not cure the causal malignancy. As mechanization reduces the number of jobs and shortens the length of the working season, the migrant streams will gradually dry up. The migrant goes on the road primarily because his lack of skills both educationally and vocationally prevent his doing otherwise. Institutions with educational resources, libraries included, must assume some responsibility for helping the migrant erase the educational deficiencies that make him powerless in the face of exploitation.

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II. PROVIDING LIBRARY SERVICES TO MIGRANTS: PROBLEMS AND CAPABILITIES

To suggest that the library, as traditionally conceived, accept responsibility for serving the migrant communities hidden in the groves of the surrounding countryside is to require it to expose its deepest faults. The argument rages; the factions debate the wisdom or propriety of providing service to the disadvantaged.[1] Can the profession afford to stretch its already overextended resources and risk diluting its services to the point of ineffectiveness? Can it afford not to reach out, thereby broadening its base of support? One of the key issues at the 1970 ALA Convention in Detroit was the question of social responsibility and the librarian.[2] The undercurrent seems to be shifting toward accepting the challenge, at least ideologically.[3,4,5]

Assuming that the question of whether library service should be attempted has been answered in the affirmative, attention can be turned to the library's performance capability. The results of the questionnaire survey can be of some help. The writer is not a statistician, a fact which is apparent by the crude design of the questionnaire and its resulting imperfections. Therefore, the tables should be interpreted broadly as mere indications of trends. Since the libraries

which received questionnaires, except for county and regional libraries, were selected because of their proximity to centers of migrant activity, the sample is appropriately biased toward the small rural library unit. The results were intended to indicate the potential ability of the small rural library to respond to an immediate request for service to migrants. The following tables are intended to characterize the sample.

TABLE I[a]

Type of Library	Conn. (14)*	N.J. (14)	N.Y. (20)	Total (48)
Municipal.....	11	7	1	19
County.....	0	4	3	7
Regional.....	0	0	1	1
Town/Village.....	1	0	3	4
Association.....	0	2	7	9
Private.....	1	0	0	1
State Ser. Center.	1	0	0	1
Township.....	0	0	1	1
School district...	0	0	4	4
Other.....	0	1	0	1

*Number of libraries responding to the question.

TABLE II[b]

Population Served by Library	Conn. (14)	N.J. (14)	N.Y. (20)	Total (48)
0- 25,000	7	7	10	24
25,000- 50,000	5	3	5	13
50,000-100,000	1	1	2	4
100,000-250,000	0	2	0	2
Over 250,000	1	1	3	5

[a]Based on question no. 1, See Questionnaire, Appendix A

[b]Based on question no. 2, See Questionnaire, Appendix A

TABLE III
(Question 3, Appendix A)

Number of Volumes	Conn. (14)	N.J. (14)	N.Y. (20)	Total (48)
0- 25,000	2	6	9	17
25,000- 50,000	2	1	1	4
50,000- 75,000	5	1	2	8
75,000-100,000	2	1	1	4
Over 100,000	1	2	4	7

Since migrant camps are most often located adjacent to the fields, the responsibility for providing service falls on the jurisdiction charged with serving the particular rural area. Except in instances where length of residence is a factor, the migrant would be eligible for services rendered to the rural community.

Which library jurisdiction is charged with responsibility for serving rural area is not always easily determined. General responsibility for reaching those populations which are unserved is assigned variously to state library extension services or to regional or county libraries, depending on the superstructure of the library hierarchy. Under the regional system, local library units are members of the larger regional system with participating members sharing resources and services. The regional center is then held responsible for covering the unserved areas either through direct service or on a contract basis, that is, an arrangement with a local library. New Jersey is still carrying out a reorganization program which will eventually result in a

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viable regional system similar to that of New York.[6,7] This regional system has as its goal a library network which will be capable of affording every individual legal, physical, and bibliographic access.[8] Library organization within the state of Connecticut is much less tidy. There are no county library centers and no real regional organization at present. State service centers provide supplemental materials for small libraries in need of support and they do operate bookmobiles. However, responsibility is not spelled out and the burden of extending services to rural areas falls on the local library.[9]

Somewhere beneath the lofty ideal of library service for all is the nether world of actual practice. Table IV, which is a compilation from Question 5, Appendix A, gives some impression of the actual likelihood that a rural dwelling migrant could obtain a free library card at the nearby local library.

TABLE IV

NUMBER OF LIBRARIES INDICATING A PARTICULAR RESTRICTION ON BORROWER'S PRIVILEGE

Borrower Must Satisfy One One of the Following:	Conn. (15)*	N.J. (10)*	N.Y. (14)*	Total (37)*
Live within city limits...	12	7	1	20
Work within city limits...	8	4	1	13
Attend school in city.....	8	4	0	12
Live, work, attend school in county	0	3	1	4
Live, work, attend school in library region.....	2	1	8	11
Give name of reference....	1	2	2	9
Own property in city.....	8	3	0	11
No restriction.....	0	2	3	5
Live in school district...	0	0	2	2

*Excludes county and regional libraries.

The particular kind of restriction on free borrower's privilege is often influenced by the library's source of financial support. In the following scatter chart, each library (excluding regional and county libraries) is represented by placing a dot in the box which indicates the source of funds combined with the largest political jurisdiction which that library may serve. Boxes 1, 2, and 3, therefore, represent perfectly coordinated cases of funding source matching boundary limitation.

TABLE V

Free Borrower's Privilege - Must Be Resident of:	Source of Funds		
	Local	County	Regional
State			
County			
City/Town			

In many instances, the problem of restrictions related to political division can be circumscribed by making some special arrangement with the state library.[10] This time consuming process tends to discourage the kind of responsive service required by the migrant group.

Assuming the migrant can obtain a borrower's card and is strongly motivated to make the trip to the library, the question of library hours of opening can be explored. Weather permitting, most migrants labor in the fields between eight and ten hours a day, six days a week.[12] Is the local library open at a time when the migrant can get there?

Table VI, which is a summary taken from Question 4, presents data on evening and weekend hours of operation, these being the most likely hours of migrant availability. The total number of libraries shown in this table is smaller because of the exclusion of three non-lending libraries. In addition, several libraries merely indicated total number of hours open.

TABLE VI

LIBRARY HOURS OF OPENING - EVENINGS

AFTER 6 P.M. AND WEEKENDS

Evenings, Mon.-Fri., after 6	Conn. (13)	N.J. (11)	N.Y. (16)	Total (40)
0-3 hours	0	0	2	2
4-7	1	4	4	9
8-11	2	2	3	7
12-15	10	5	7	22
Saturdays				
0 hours	0	1	0	1
1-3	0	1	5	6
4-7	6	6	5	17
over 7	7	3	6*	16
Sundays				
0 hours	13	9	15	35
1-2½	0	0	1	1
3-5	0	2	2	4

*This number includes two libraries with evening hours of 2 and 2½ hours duration, respectively.

When the problem of gaining legal access at a convenient time has been solved, the inquiry can focus on performance capability relative to services and materials.

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Many adult migrants are classed as functional illiterates. Years of minimal education, haphazardly acquired, have forced this condition on them. One New Jersey migrant report gives the average grade level attainment as sixth grade.[11] A large number of migrants are of Mexican-American or Puerto Rican descent. While some have difficulty reading or writing both Spanish and English, others would benefit by the availability of Spanish language materials.

To serve the migrant group effectively, the library must be able to provide appropriate materials such as non-print media, easy-to-read books of interest to adults, and Spanish language materials. Table VII, page 12, is compiled from Question 8, Appendix A, and is designed to demonstrate the capability of libraries sampled in providing these kinds of materials. These figures should be interpreted very generally, since an affirmative answer in no way indicates the quality or quantity present in the collection. Table VIII,* based on responses to Question 7, Appendix A, merely suggests the potential for obtaining supplementary materials from other libraries should demands be made which can not be met locally.

That the library profession and book trade have been awakened to the needs for special materials and services is evidenced by the increasing number of periodical articles addressing themselves to these problems.[13,14,15,16] In a

*See page 13.

TABLE VII

MATERIALS AND SERVICES OFFERED

BY SAMPLE LIBRARIES

Materials	Conn. (14)	N.J. (15)	N.Y. (18)	Total (45)
Paperbacks	12	10	17	39
Recordings	12	11	17	40
Phonographs	3	5	4	12
Films	4	6	7	17
Projectors	1	4	6	11
Slides	5	1	2	8
Tapes	3	2	6	11
Tape Recorders	1	2	6	9
Pamphlets	11	13	14	38
Juvenile/YA Paperbacks	11	8	16	35
Magazines	14	12	17	43
Easy-to-read Adult Books	9	9	12	30
Games/Puzzles	0	1	3	4
Pictures	10	5	12	27
Services				
Story Hours	13	10	15	38
Film Programs	11	7	10	28
Book Talks	4	4	9	17
Space for Community Affairs Meetings	7	6	8	21
Bookmobile	3	2	1	6
Other (puppet shows, craft classes)	0	1	1	2
Spanish Language Materials				
Paperbacks	2	2	5	9
Popular Novels	2	6	4	12
Music Recordings	4	0	3	7
Spanish/English language records	6	3	5	14
Periodicals	1	3	3	7

TABLE VIII

SUPPLEMENTARY MATERIALS WHICH COULD BE BORROWED FROM ANOTHER LIBRARY FOR LOCAL USE

Materials	Conn. (14)	N.J. (13)	N.Y. (18)	Total (45)
Reference/Research	12	6	13	31
Non-fiction	13	13	17	43
Current Fiction	4	5	13	22
Juvenile Books	11	8	13	32
Films	5	5	17	27
Recordings	8	2	11	21
Tapes	3	0	8	11
Foreign Language Materials	12	7	15	34
Paperbacks	5	2	9	16

recent series of surveys prepared for the National Advisory Commission, 105 out of 128 librarians gave negative responses to the question; Do you feel that your library has responded quickly enough and fully enough to the needs of the disadvantaged? Their recommendations for making the library more user-oriented included: having a common card for all area libraries; instituting longer or different hours; abolishing fines; and enlisting the aid of volunteers to welcome and direct newcomers. The question asking them to list the kinds of materials they would like to have but could not find brought responses such as: easy reading materials with adult content; popular materials in foreign languages; and simple how-to-do-it books for adults.[17] This need for materials has prompted the initiation of projects like that of the Bro-Dart Foundation and the Books for People Fund, Inc., who recently signed an agreement to compile and

make available lists of Spanish language books.[18]

One final consideration is the average librarian's lack of ability in meeting the disadvantaged or Spanish-speaking individual. Writing in Wilson Library Bulletin, March, 1970, Marietta Daniels Shepard emphsized the need for differentiating between Puerto Rican, Mexican-American, and Cuban cultures. She points to the "lack of knowledge of the idiosyncrasies of the Spanish-speaking," "lack of bilingual librarians," and the unreasonableness of many librarians in "expecting the Spanish-speaking people to utilize the library facilities in the way Anglos do," citing these as primary factors which contribute to inadequate service.[19]

The image of the library and the librarian as seen by the general public will have to be improved if any progress is to made in the area of services to disadvantaged groups. The following excerpts from a letter of Jeanne Young, Director of Reading Is Fun-Damental in West Virginia, Inc., expresses very frankly the attitudes of the people she serves in rural Appalachia. Speaking from outside the profession, she comments on libraries, librarians, and library services and their present state of relevance to the rural poor.

> Books and information simply aren't available in rural areas. Even school libraries are highly inadequate and schools frequently forbid youngsters to take "library books" home.....
>
> The lack of reading material does not, necessarily indicate apathy toward reading and books. The RIF Reading is Fun-Damental program has been greeted almost unanimously with enthusiasm.....
> life, Sports Illustrated and Good Housekeeping have

been well-liked by adults but a librarian might also have to overcome a snobbish antipathy toward True Confessions and Modern Romance.

Many low-income people will not use standard library services as they are now operated. Bookmobiles which go to some of the same areas we do are little used. Fear of fines and penalties keep many people away. I have heard more than one mother say "I won't let my children go to the bookmobile. They might lose the book." The attitude of librarians--"grouchy"--who seem to regard themselves as book guardians above all else is also a deterring factor. Too, the low-income person knows instinctively, (and correctly) that the library is a middle-class institution not meant for him and his needs.

.....My impression of the average librarian's perception of his role is as an acquirer and storer of information for whomever might come to seek it out. I don't believe that librarians often attempt to drum up business or to take responsibility for the literacy levels of some groups and individuals. However, a traditionally passible approach to library service with people in rural areas simply is not going to work.[23]

III. CONNECTICUT

According to figures published by the federal government, there were 11,672 agricultural migrants employed by Connecticut during the 1967-68 season.[1] The quest for more specific information about the location of migrant camps and the composition of the labor force began with inquiries to four Connecticut State agencies--Department of Agriculture, Department of Education, Department of Labor, and the State Employment Service. The Department of Labor and Natural Resources referred my letter to the Department of Health. This agency suggested I contact the local directors of health since camps are registered at this level.[2] The Departments of Health, Labor, and the Employment Service indicated that the best source of information was The Shade Tobacco Growers Agricultural Association, since this group is responsible for employing the largest number of workers.

That the Puerto Rican contract workers are not considered to be migrants was evidenced by the letter from the Department of Labor which stated that, "to our knowledge there are no migrant camps or informational services for migrant workers in this state,"[3] and by the Shade Tobacco Growers' letter which declared that, "no migrants are employed by the Association or its members."[4] The Shade Tobacco letter goes on to characterize the labor force as being drawn from the following: Puerto Rican

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nationals recruited under contract through the Commonwealth Department of Labor on the island of Puerto Rico; approximately 1,250 high school students recruited in Florida, Pennsylvania, West Virginia, Virginia, and Alabama; and 9,000 local adults and youth who help during the peak harvest. The camps, the letter states, are privately owned and are located in the Connecticut River Valley. Local and state officials register and inspect the camps annually to insure compliance with health and fire regulations.[5] It was suggested that the Departments of Health and the Employment Service be contacted for further information.

The question of the existence of library or quasi-library services is also similarly inadequately answered. Samuel E. Molod of the Connecticut State Library, Division of Library Development, in response to my inquiry stated: "This agency only works with public libraries and to my knowledge no public library has ever raised this question."[6] The questionnaire returned by the Windsor Public Library was the only concrete evidence of any library involvement and it referred to a gift paperback program which had been effective when the "camp inmates were English speaking." "In spite of considerable effort", the respondent continued, "we have not been able to interest anyone in supplying books or magazines for the Spanish-speaking. Since these men can not get to the library, all material must must be gifts. We have no bookmobile."

The request for information addressed to the Connecticut State Department of Education was never answered. That educational programs for migrant children exist, is evident from numerous references discovered in publications of the United States Department of Health, Education, and Welfare. This unearthing was baffling since all sources consulted stated that there were no migrant laborers traveling in family groups. In Children at the Crossroads, an H.E.W. publication, Connecticut programs are mentioned no less than ten times. Referring to migrant education programs, the report states that "education officials have organized teams of teachers to literally beat the bushes, dealing with indifferent parents on the one hand and suspicious growers on the other. Some of the camps are almost military, with high fences and forbidding 'no trespassing' signs."[7] The mention of an adult migrant education project in Bloomfield prompted a review of the questionnaire returned by their library. The response to the question about location and number of migrant camps was "not known."

Except for the library mentioned, Rev. Dwight L. Kintner, Director of Special Ministries of the Connecticut Council of Churches, was alone in expressing interest in the idea of library services for migrants. He asked for suggestions for materials which could be used with youth and Spanish-speaking men, pointing out that many are not able to sign their own names.

No definite statement can be made regarding the total

migrant picture in Connecticut without obtaining more substantial supportive information. The composition of the agricultural labor force is quite different from that of New Jersey and New York. If the state seems less well organized with regard to migrant services, perhaps it can be attributed to the fact that such laborers are used predominantly in the harvest of one crop, tobacco. The relative importance of this product to the overall economy is minor, therefore discouraging the creation of an elaborate state mechanism for dealing with the problems.

Similarly, the indefinite contours of the library superstructure create confusion relative to the question of responsibility. How, and by whom, should library services be provided in those areas not now reached through existing patterns of service?

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IV. NEW JERSEY

The agricultural work force in the state of New Jersey is drawn from several groups. There are the migrant families who have taken up permanent residence in the state. Since they are classed as migrants for a period of five years after leaving the stream, they are eligible for benefits from the various aid programs sponsored by the state or federal government.[1] Not moving with the ripening crops shortens their work season resulting in an annual income of about $1800. Many live in shacks never designed for year-round occupancy under conditions which can only be described as abject poverty.[2] About 25% of the labor force is supplied by the Commonwealth of Puerto Rico. Called contract laborers because they sign agreements with their labor bureau in return for certain guarantees, such as 80 hours of work each week and transportation to and from Puerto Rico, they earn an average of $2000 for the season.[3] Another 25% is made up from individuals who travel alone, arranging work on their own.[4] The last group--about 7% of the working force-- is made up of interstate workers, usually Negro families migrating northward from the Southern States or Florida. The combined wages of the father, mother, and children average about $2300 annually.[5]

Although the regionalization of the New Jersey library system is still incomplete, the aim is to provide a

statewide network which can assume responsibility for serving all the citizens.[6] Mrs. Doreitha Madden, Director of Library Services to the Disadvantaged--in an interview on April 14, 1971, at the New Jersey State Library--expressed the opinion that, while temporary residency of the migrant is problematic at times, the basic hurdle is overcoming the difficulties in providing effective service to rural areas. Under the reorganization plan, existing resources in each county library are to be expanded until that unit is capable of functioning as a regional system center. In the urban areas, these systems are already well developed; but, progress has been slow in the rural southern and southwestern counties, where existing resources are meager and staffs hard to fill.

Three of the fourteen libraries which returned questionnaires mentioned services for migrants. One librarian merely commented that "migrant workers and transients are encouraged to use all library facilities just as any citizen [would]," suggesting there was no reason to differentiate. The same questionnaire, however, indicated that city residency was a requirement for obtaining a borrower's card. Another library, which did not have a program of direct service to migrants, mentioned borrowing materials such as toys, puzzles, and games from SEIMC (Special Educational Instructional Materials Center) at Glassboro State College to supplement a branch collection serving a public housing project. The Salem Public library, one of three suggested as sources by the State Library, proved to be the most active program. Services include: weekly

visits to individual migrant homes to distribute Spanish and English reading materials; visits to Day Care Centers where librarians read stories, show films, and distribute books; bi-monthly visits to Migrant Health Association to distribute Spanish magazines; and summer visits to church-sponsored meetings to talk about libraries and distribute books.

The Office of Migrant Education, headed by Mr. Emmett Spurlock, offers many well-organized and innovative programs for migrant children and adults. The basic education of migrant children is provided for through the support programs during the regular school year and in the summer program, which operates some twenty special schools. In the winter support programs, twenty-one schools receive supplemental funds, materials, and staff so that migrant children can be absorbed into the regular school program. In most instances school libraries are available for use. Although all of the summer schools cannot provide for library use, several pamphlets supplied by Mr. Spurlock did mention working in the library or having a librarian visit the classes to bring books and read stories.[7,8]

Three of the more innovative programs are described in detail because of their pertinence to library problems.

The Recruiter Training Program originally began as a kind of public relations program to sell the parents on the benefits of enrolling their children in the school programs. A personal visit to a migrant family was found to be very effective as a means of communicating information about

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educational opportunities available to them. Recruiters soon found themselves deluged with requests for help in other areas. Realizing that the migrant was expressing a need for a kind of liason between camp and community, the program was expanded. At present, the recruiter servs as an information link between migrant families and the medical, legal and social services available to them.[9]

As migrant education programs expanded over the years, officials began to realize that many teachers were not equipped to teach migrant children. That cultural orientation and training in appropriate methods was necessary motivated the establishment of a teacher training program. Recently, a mobile unit called the V-MAC (Van for Media and Curriculum) began touring the state over an 11-county area. Its function is to serve as a laboratory where teachers can receive instruction in the use of equipment and learn about new methods and curriculum.[10]

The real need of the migrant is to acquire new vocational skills that will enable him to escape from the migrant stream. In response to this need, the Division of Vocational Education in cooperation with the Office of Migrant Education operates a fleet of mobile units, each equipped to provide complete training programs. By the summer of 1971, offerings will include a supermarket training course, an automotive tune-up course, an introductory keypunch training course, typing skills unit, hotel and motel management course,

and a unit which teaches the migrant how to fill out job applications and generally, how to handle a job interview situation.

All of these programs would benefit from the additional support which libraries could provide. Establishing contact with the recruiter would be an excellent prospect for the concerned librarian who is hesitant because of unfamiliarity with the migrant culture.

In the private sector, SCOPE (Southwest Citizens Organization for Poverty Elimination, Inc.) is one of the most active organizations working to better migrant conditions. Recognizing the migrants' need for practical information, this agency produces many simply-worded informative pamphlets to aid the migrant. Farm Workers Rights is a 6-page mimeographed summary of laws relating to labor camps, child labor, workmen's compensation, wages, receipts, crew leaders, and social security. A Guide to Local Agencies for Farm Workers in Southwest New Jersey is a 25-page pamphlet describing the services provided by various public and private groups. SCOPE prints handouts in Spanish and sponsors a page in the Vineland Times-Journal called "The Stooper." This page, in Spanish and English, includes an advice column (Mr. Action), ads, recipes, social news, announcements, and self-help phone numbers. Some news items selected from this issue show the need for supportive services which are within the library's scope.

> The kids on a nearby farm want movies to be shown there, but transportation is a big problem. I really wish that something could be worked out.

> The young people get together every day after work, but the only regular recreation we have is dancing....Recreation is a problem on all the camps around here.
>
> Small children on many camps have no toys to play with.[12]

Mr. Connor, Communications Specialist of SCOPE closed the letter which accompanied these materials as follows: "We should be very happy to hear the result of your program in library development for migrants and no doubt use them in our work, as this is an untouched field."[13]

While libraries are not participating to any great extent in the attempt to improve migrant conditions, several have shown some interest. The detailed descriptions of extra-library programs are included because they are fine examples of successful programs which utilize appropriate materials and methods of approach. The use of mobile units, the recruiter programs, and the printing of inexpensive informative pamphlets and handouts are all ideas which are easily adapted for use in library programs.

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V. NEW YORK

Dealing with migrant problems in the state of New York is the responsibility of the Interdepartmental Committee on Migrant Labor. Composed of representatives of the Office for Community Affairs, Department of Agriculture and Markets, Education Department, Department of Labor, Department of Health, Division for Human Rights, and the Department of Social Services, this committee coordinates the activities of the individual departments and acts as liason with the New York State Legislature.[1]

During the peak season in 1969, New York employed 25,600 seasonal agricultural laborers. Of this total working force, 41% were day-haul or local workers, 4% were contract and non-contract foreign laborers, 5% intrastate migrants, and 52% interstate migrants coming from Florida and other Southern States. While no specific information is given as to the number of migrants traveling in family groups, an estimation can be made from the size of the child care and school enrollment figures. In 1969, the child care centers served 2,522 children; and thirty two school districts operated summer school programs for 2,923 children.[2]

The search for programs of library service for migrants began with the selection of library regional systems in areas where migrant camp registrations were most numerous.[3]

The six regions chosen for the study were Pioneer, Mid-Hudson, Ramapo-Catskill, Suffolk, Nioga, and Chemung-Southern Tier. Cities or villages near large concentrations of camps were identified[4] and the nearest local libraries were selected as recipients of the questionnaire.[5]

Twenty-two library systems in New York State accept responsibility for serving citizens within each region. That the goal of interlibrary cooperation within a system as well as inter-system cooperation is being achieved, is evident in the following reports of activities designed to serve migrants.

At the suggestion of Mildred T. Stibitz, Associate in Public Library Services of the New York State library, a letter of inquiry was sent to Dr. James A. Page, Adult Services Consultant of the Mid-Hudson Library System. His response was accompanied by materials relating to two workshops which were jointly planned and executed by the Mid-Hudson and Ramapo-Catskill Systems in May, 1970. A handout prepared for the conference participants included a source list of books and periodical articles about migrant, black, and Puerto Rican minorities. Also attached was an account of one librarian's efforts to serve migrants in her community.[6] The activities of Mrs. Alice B. Wells of the Southold Free Library included contacting three VISTA workers living in a camp which housed mostly Negro families, offering her services, and supplying handicraft books, films, and a projector for their use. Working together with two

migrant summer school teachers, she arranged for a library visit and story hour for the children. Mention was also made of providing Spanish-English dictionaries and vocational books to Puerto Rican workers in another camp. Mrs. Wells, who did not understand Spanish, enlisted the aid of a high school student who wrote out some translations of questions and answers that might be useful to her in serving these people. A questionnaire was sent to Mrs. Wells alongwith a note requesting follow-up information. Sadly, the camps she had served were no longer in operation.

The other enclosure from Mr. Page was a Xerox copy of handwritten notes summarizing the findings of the conference. The document contains abundant suggestions for materials, observations about needed attitude changes, guidelines for workable programs, and general comments which reflect the warmth and concern of the participants.

Among the materials supplied by the New York State Library was a reprint from The Evangelist entitled "Ecumenism produces program for Kinderhook migrant workers." This article, which was largely concerned with reporting the activities of the Migrant Ministry of the New York Council of Churches, mentioned the efforts of Mrs. Jennifer Birckmayer, Consultant in Child Development at Cornell and a resident of Kinderhook. Mrs. Birckmayer, also a volunteer librarian, conducts a weekly story hour and works with the Pied Pipers, a group of Kinderhook children between the ages of eight and twelve, who go to the migrant camps to read to the children.

The article also mentioned that film programs were sponsored by the Kinderhook library. A questionnaire was sent to follow this lead. Mrs. Leroy Holbert, librarian of the Kinderhook Memorial library, simply stated in the return that "We are very migrant oriented - deeply involved." She enclosed a newsletter published by the crop pickers of Columbia County. Reflecting the total commitment of this community, there were newsy items relating to health care, day care centers, community parties, home visitations, cooking clubs, puppet shows, basketball games, a museum trip, art club meeting, pony rides, sewing projects, and baby care. Library activities mentioned were after school library visits, delivery of hard cover and paperback books to camps, and film programs. A unique service was provided by junior volunteers from the library who rode the Day Care Center buses every night reading stories to children who wished to hear them.[7] To scan such a publication is to experience the hope that human contact and concern are possible. Here is the tangible evidence that individual and collective effort can do much to counteract poverty and alienation.

Located in the northwestern section of the state, the Monroe County Library System is a good example of a system which is making an all-out frontal attack on the problem of library service to the disadvantaged, including migrants. Mrs. Kathlyn C. Adams, Outreach Consultant, supplied materials describing services to the disadvantaged in the Pioneer Library System. This is another example of inter-

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system cooperation. Aimed at the young adult and adult groups who are often neglected by educational programs, the main thrust is in supplying paperback collections strong in areas such as adult basic education, English as a second language, consumer education and homemaking, Negro history, and vocational subjects. Recreational reading materials will balance the collections. A pilot bookmobile program will extend services to migrant camps in two counties beginning in the summer of 1971. One important feature of these programs to disadvantaged groups is the training of library aides recruited from the groups to be served. The person benefits by having a job and the library benefits through increased understanding of and better relationship with the people they are trying to serve. This report stresses the need for sympathetic staff members and for a "quick" materials resource to draw upon to meet sudden demands for service. Immediate response with sufficient materials is felt to be extremely important in order to maintain contacts and cultivate future library use.[8]

The Wayne County Library System, located in the same area, reported services to migrants for over six years. Activities included summer story hours and film programs, supplying community organizations and VISTA workers with materials, and providing Spanish language materials to teachers in the migrant education programs.

The other area where libraries report migrant services is in Suffolk County on Long Island. The Suffolk Cooperative

library System with headquarters in Bellport conducts film programs with discussions following them. A member library, Riverhead Free library lends 8mm film cartridges and a projector to a migrant organization for use in the camps. The Northport Library provides full length feature films and well as special books and materials for use at their club headquarters.

Other positive evidences of library activity came from Anne V. George, Migrant Child Care Supervisor, Department of Agriculture and Markets. Library visits, story hours, showing of films and visits from a "Library on Wheels" were mentioned as being a part of the Migrant Child Care Program.[9] And from Richard A. Bove, Associate in Migrant Education of the Bureau of Migrant Education, came the statement that "the schools make available their library resources in conjunction with the programs."[10]

Dr. Gloria Mattera, Director of the New York State Center for Migrant Studies in Geneseo, forwarded copies of several bibliographies published periodically by this organization. The Center acts as a clearinghouse for information on migrant education, provides consultants to communities engaged in migrant programs, and develops and tests educational methods and materials for use with migrants. Dr. Mattera cited a specific instance when a nearby library called with an offer of funds which it had previously overlooked. The $200 gift purchased a number of paperbacks which were delivered to area camps. She reports that "subsequent visits

proved how interested the workers are in having interesting books (recreational as well as informational) to read." She goes on, "In view of the fact that a great deal of attitude and rule changing will have to be done before local libraries will serve migrants, a real service would be mobile units. The Center borrowed a mobile unit from Florida in the summer of 1970. This unit housed 3200 books, films, filmstrips, games, and recreation equipment. It was manned by two professionals whose help (writing letters, etc.) created an atmosphere for learning and recreation. It was a great motivator."[11]

The Migrant Ministry of the New York State Council of Churches has consistently worked to aid the migrant in his search for a better life. Migrant Ministry, 1969[12] is a compilation of the reports of county and area ministries. To attempt to characterize their activities as religious, social, educational, or advisory is futile since the aim and practice of the group is to provide whatever help is needed. The Migrant Ministry of the National Council of Churches began its work some fifty years ago and deserves credit more than any single organization for the devotion it has shown to this couse. Literally sprinkled throughout these reports are references to needs for materials on Black history, to the sponsoring of library visits and film showings, and to involvement in vocational and reading programs. Surely the opportunity to function in support of these programs is glaringly evident.

VI. LIBRARY PROGRAMS FOR MIGRANTS IN SELECTED STATES

Letters were sent to the state libraries of most of the East Coast Stream states. By comparing results, it was hoped that a broad overview of the relative amount of activity in the area of migrant service might emerge. The enthusiasm expressed for the subject & this study and the obvious attempts to be as helpful as possible were heartening aspects of the inquiry.

Negative answers accompanied by encouraging remarks came from Delaware,[1] North Carolina,[2] and Virginia.[3] The West Virginia State Library[4] refered me to the librarian of the Martinsburg-Berkeley County Public Library who reported only that when migrants come to the library, they are allowed free use of materials.[5]

The Florida State Library[6] suggested that I contact the Orlando Public Library and the Palm Beach County Library System. There was no program at Palm Beach and the librarian of the Orlando Public Library described a plan which they called "Serving the Unserved," which was to have served migrant families. The program collapsed before it could be implemented for reasons which were not stated. The same library reported serving migrants indirectly by providing bookmobile service to two schools located in migrant areas. It was pointed out that

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while one school had a large number of migrant children and the other, few, book losses at both schools were minimal. Other supportive activities of this library included storytelling in Day Care Centers, library visitations and circulation of materials to children in Head Start programs, puppet show, and providing space where tutors could meet migrants learning English. [8]

Four of the articles pertaining to migrant service included in "Public Library Service to the Disadvantaged: A Comprehensive Annotated Bibliography, 1964-68"[9] had appeared in the Wisconsin Library Bulletin. This unusually lively interest seemed to merit a follow-up that might provide information about successes or failures of these older programs. The initial inquiry was addressed to Elizabeth Burr, author of "Along the Migrant Stream," one of the few articles to appear in a national publication.[10] She, in turn, suggested three libraries which might be involved in migrant service programs.[11]

Mrs. Florence Railsback, librarian of the New Richmond Public Library, related that Readers Digests and paperbacks in Spanish--provided by the Department of Public Instruction--had been made available but were not used. She noted that many people examined these materials eagerly, but seemed afraid to take them out.[12]

A program proposal drawn up by Mrs. Loraine A. Boltik, Librarian of the Sparta Free Library, had to be abandoned

when the Heinz Company withdrew from the area, closing the only plant employing migrants. Nevertheless, Mrs. Boltik's plan is worthy of detailed examination because it illustrates the kind of imaginative use of manpower, funds, and resources as well as perserverance required in undertaking such a project.

When Mrs. Boltik learned that funds could be obtained through the Systems Library at LaCrosse, she set out to find out what services had been offered migrants in the past, and by whom. She felt that coordinating her efforts with an established program would do much to guarantee its success. Discovering that the Diocese of LaCrosse Department of Education provided in-camp day care for the children of workers, she arranged to use an hour-long story "slot" every day, six days a week. Adult and young adult services were to be provided by setting aside one room of the barracks as a reading room. This room would house a collection of about 350 to 500 books in Spanish and English to be selected with the aid of a children's literature specialist from Viterto College and a librarian from the LaCrosse Public library. A record player and recording collection were to be made available for use. Mrs. Boltik's mother (a former VISTA worker and retired teacher) was to administer the program and train volunteers from the high school who would make posters and conduct story hours in the camps. A local citizen volunteered to build shelves for the reading room, thus saving money which could be used for

the purchase of books. A copy of the approved budget was enclosed and is reproduced here as an indication of how little is required in the way of funds to provide so much in terms of people.[13]

Film rental	$ 25.00
Personnel salaries	
$2.00/hr.	216.00
3.00/hr.	324.00
Transportation	25.00
Records/Player	400.00
Books	1000.00
	$2000.00

Another Wisconsin program which is to be launched this summer is the Dodge County Library Service to Migrants. Developed in cooperation with the Wisconsin Department of Public Instruction and the Dodge County Migrant Program, the plan is based on the philosophy that supportive library activities can help offset the educational deficits incurred as a result of mobility. The program proposal includes the following features:

(1) Hiring a librarian who has experience with and an interest in serving the migrant family.
(2) Using a variety of materials such as films, recordings, filmstrips, and Spanish materials.
(3) Providing reading guidance activities.
(4) Conducting a gift book program.

The budget for this program designed to serve about 1500 people totals $2520.00 distributed as follows:

Salaries	$1620.00
Travel	400.00
Film rental	100.00
Books for loan	450.00
Books for gifts	150.00
	$2520.00 [14]

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While no attempt was made to extend the scope of this study to include library activities in behalf of migrants in the West Coast Stream, one program is described below. Mr. Zonligt, Chairman of the ALA Task Force on Migrants, enclosed a clipping describing the newly initiated service of the Stanislaus County Free Library of Modesto, California, where he is Head of Public Service. This pilot project which begins May 1, 1971, utilizes a van outfitted as a bookmobile. Owned by the State Department of Education and normally used as a mobile classroom by the Migrant Education Project, it will be loaned to the library for a period of six months. Operating on a budget of $4500, the unit hopes to supplement day care programs and extend library services to young people and adults. The degree of commitment is expressed by Mr. Zonligt who is quoted as saying, "We'll try to meet their needs, even if it means going at nights or Saturdays and Sundays."15, 16

VII. QUASI-LIBRARY SERVICES PROVIDED BY PUBLIC AND PRIVATE AGENCIES

It has been remarked that a good indication of library need is the extent to which other agencies have stepped in to fill the breach.[1] The Migrant Ministry of the National Council of Churches has been filling this breach for nearly fifty years.[2] Standing with the migrant against the endless forces that exploit him, the Ministry has consistently responded to requests for help. Operating in thirty-six states, the Migrant Ministry works to bring together migrants and community as well as migrants and information. That recreational and quasi-library services are among the needs of migrants is evident from the successes of programs which utilize "Harvesters." These van-type vehicles are equipped with Friendship Kits (soap, toothpaste, combs, pencils, etc.); audio-visual materials such as tapes and sound movies; indoor and outdoor recreational supplies; musical instruments including guitars, maraccas, bongo drums, and harmonicas; Spanish-English Bibles; books; and warm clothing.[3]

State Departments of Education and the United States Department of Health, Education, and Welfare are the only governmental agencies operating large-scale coordinated educational and informational programs designed for migrants.

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Stimulation of these programs resulted from increased funding and organizational gains at the federal level. Many of the reports published by the Department of Health, Education, and Welfare mention use of library resources in migrant programs and point to the positive responses of children and adults when brought into contact with books. (See Bibliography for titles, p.65) One H.E.W. publication--a summary of state programs in migrant education funded by ESEA, Title I--includes an account of an innovative library program in a Derby, Kansas, school. Their living library provides snakes, turtles, spiders, lizards, goldfish, and an insect collection which may be checked out overnight.[4]

The U.S. Public Health Service, a division of H.E.W., has been active in developing special materials to aid those working in migrant programs. They are suggestive of the kinds of materials which could be produced and circulated to librarians as aids in migrant service planning. One booklet, A Handbook for Public Health Nurses Working with Spanish-Americans deals with cultural background and attitudes of migrants and discusses approaches designed to enlist the cooperation of those to be served.[5] The Use of Health Aides in Migrant Health Projects, by Dr. Wilbur Hoff, is a pamphlet designed to help in the recruiting and training of persons from the migrant community.[6]

The Children's Caravan of Weston, Connecticut, was begun in 1963 as a philanthropic creation of Morton

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Schindel of Weston Woods. Originally conceived to provide "for the cultural enrichment of children through films based on the best in children's literature," it has become much more extensive an operation.[7] During the summer of 1966, the U.S. Office of Economic Opportunity provided funds to operate eight caravans in the service of migrants and Appalachian poor.[8] Administration of the programs was taken over by Southeastern Educational Laboratories when these pilot runs proved successful. The caravans are self-powered units equipped with art display panels, book shelves, collapsible tables, puppet theatre, indoor and outdoor public address and film projection equipment. Children's Caravan offers to assist interested groups by providing information pertinent to funding, equipping of caravans, training of personnel and programming.[9]

The program which holds most promise for library application is Reading is Fun-Damental. The philosophy behind this gift book program is "that owning a book of one's personal choice helps create the desire to read."[10] Begun in 1966 under the sponsorship of the D.C. Citizens for Better Public Education and funded by several foundation grants, its original purpose was to motivate inner-city youngsters to want to read. This pilot project was so successful that the Ford Foundation, in 1968, undertook the funding of a National Reading Is Fun-Damental program under the sponsorship of the Smithsonian Institution.[11] Though conceived

with the urban child in mind, it has been found to be equally promising in rural areas. Locally sponsored programs now serve migrants, Indians on reservations, Appalachian rural poor, bilingual younsters of Puerto Rican and Mexican descent, and ghetto poor. The main purpose of the national office it to supply information on fund raising,[12] to compile bibliographies of suitable materials,[13] and to act as a clearinghouse for information exchange among the local programs. The first issue of RIF Newsletter contains an article describing the Coca-Cola Company's plan to fund an RIF project in the Auburndale area in Florida.[14] RIF operates in schools, supermarkets, laundromats, storefronts, and any place where people gather. RIF in West Virginia has converted a bread truck into a bookmobile which serves both as distribution site and as a lending and reading center. It lends books "with no strings attached,"and carries with it a liberal supply of art supplies and games as enticements to stay for a while and read with Fun-mobile personnel.[15]

VIII. CONCLUSION

At the conclusion of such a study, it is possible to stand back and view the more prominent aspects of the total landscape of library service for migrants.

A major obstacle is the provision of funds. Where local library units are prohibited by law from utilizing local revenues, other funding sources must be sought. That there are funds available at federal and state levels is shown by this study. The possibility of raising money privately is affirmed by the success of Reading Is Fun-Damental. The sample budgets are illustrative of the relatively low cost of migrant programs. Many contributors to this study mentioned the difficulties and extensive paperwork involved in obtaining federal funds, the resulting loss of time causing lost opportunities to provide service. Perhaps the National Library Commission, the American Library Association, or the individual state libraries should establish emergency funds which could be dispatched immediately to libraries demonstrating need. In several instances, by the time programs were set up, industries employing migrants had closed. A quicker response, a year or two earlier, might have proven successful.

Another recurrent vision is the crabby librarian clutching her books to her bosom while imposing fines and issuing admonishing remarks. Whether true or not, it is

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an all too prevalent view of library as seen by those from disadvantaged backgrounds. The mandate goes beyond providing cheerful approaches. It requires that the profession sell itself and its services, that it carry its services beyond the four walls in search of those most in need.

The importance of community support and cooperation among the various concerned groups can not be emphasized too strongly. Nearly every situation described in these pages varied from every other because of differences in community attitudes, relative organization or disorganization in the agencies providing service, etc. No blanket formula will suffice.

Finally, persons and not materials are the focus of library service to migrants. The creation of a program of service requires imaginative use of local resources, the inclusion of representatives of the group to be served during planning and implementing stages, and the ability of those initiating the service to respond to and learn from the people they serve.

There is little time to lose in the battle against ignorance. If the migrant worker disappears from the American scene by 1985, there will be another similar group with unique problems which will challenge the profession's relevancy. Even as the migrant is denied access to the most basic educational help, the library profession debates

the question of its collective or individual responsibility in serving the various disadvantaged peoples. At a time when demands on library facilities are straining resource and personnel capabilities, when budgets are shrinking and local, state, and federal funds are being reduced, it is easy to turn aside any further consideration of extension of services.

The ALA Council's Committee on Freedom of Access to Libraries pointed the way, when, in its final report it expressed what it believed the guiding philosophy of the profession should be. "We unequivocally suggest that the development and improvement of library services to the culturally disadvantaged and underprivileged be viewed as a major goal of the American Library Association as long as may be necessary."[1]

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[3]Two of the five responsibilities mentioned in the chapter on social change in Douglas Knight and E. Shepley Nourse, eds., Libraries at Large: Tradition, Innovation and the National Interest (New York: Bowker, 1969), p. 18, were as follows: 1) To provide opportunities for continuing self-education and retraining; and 2) To play a role in the reintegration into the society of groups now largely isolated and excluded by their lacks in education and training.

[4]"In any review of state priorities for improved library service, some attention must be given to the services which are provided for particularly disadvantaged populations." In Phillip Monypenny, The Library Functions of the States (Chicago: American Library Association, 1966), p.162.

[5]"Libraries of all kinds have an essential role to play in putting those disadvantaged by poverty and prejudice on an equal footing with those who are more familiar with abundance and social success." In Ewald B. Nyquist, "Poverty, Prejudice and the Public Library," Library Quarterly, 38, January, 1968, p.78.

[6]Nelson Associates, Inc., A Regional System Reorganization Plan for New Jersey County Libraries (New York, Nelson Associates, Inc., 1967), p.

[7]New York, State Education Department. Division of Library Development, A Directory of New York State Public Library Systems, July, 1970. (Albany: University of the State of New York, 1970), 71p.

[8]In the section on user access, one recommendation suggests that, in instances where the nearest library is more than thirty minutes away, local governments be responsible for providing library service by contract or for providing transportation to the nearest library.--In New York, State Education Department, Report of the Commissioner of Education's Committee on Library Development, 1970 (Albany; University of the State of New York, 1970), p.17.

[9]Phillip Monypenny, The Library Functions of the States (Chicago: American Library Association, 1966), p.76.

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[11]New Jersey, The Governor's Task Force on Migrant Farm Labor, Poverty in a Land of Plenty (Trenton: Office of the Governor, 1968), p.16.

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[15]C.J. Stoffle, "Public Library Service to the Disadvantaged: A Comprehensive Annotated Bibliography, 1964-68," Library Journal, January 15 and February 1, 1969, pp.141-52, 507-15.

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[17]Douglas M. Knight and E. Shepley Nourse, Libraries at Large: Tradition, Innovation, and the National Interest (New York: Bowker, 1969), pp.25-8.

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[19]Marietta Daniels Shepard, "Reading Resources and Project LEER," Wilson Library Bulletin, March, 1970, p.745.

[20]Letter, Jeanne Young, Director of Reading is Fundamental in West Virginia, Inc., Huntington, W. Va., March 25, 1971.

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[1]U.S., Senate, Subcommittee on Migrant Labor, Migratory Farm Labor Problem, 1969 Report, p.116.

[2]Letter, Michael A. Rossetti, Principal Sanitarian, Environmental Health Services Division, Connecticut State Department of Health, Hartford, Conn., March 1, 1971.

[3]Letter, Joseph P. Dyer, Director, Employment Security Division, Connecticut Labor Department, Hartford, Conn., February 25, 1971.

[4]Letter, Anthony F. Amenta, Exec. Assistant, The Shade Tobacco Growers Agricultural Association, Inc., Windsor, Conn., March 10, 1971.

[5]Ibid.

[6]Letter, Samuel E. Molod, Associate State Librarian, Division of Library Development, Connecticut State Library, Hartford, Conn., November 18, 1970.

[7]U.S., Office of Education, Children at the Crossroads, p.9.

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[1]New Jersey, Office of Migrant Education, New Jersey Migrant Education Programs; Questions and Answers (Trenton: Office of Migrant Education, n.d.), p.1.

[2]New Jersey, Governor's Task Force on Migrant Farm Labor, Poverty in a Land of Plenty, p.13.

[3]New Jersey, Department of Labor and Industry, Division of Labor Standards. Seasonal Farm Labor, 1970, (Trenton: Department of Labor and Industry, 1970), p.5.

[4]Ibid.

[5]N.J., Governor's Task Force, Poverty, p.16.

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[9]New Jersey, Office of Migrant Education, Traveling Toward Education: The Story of New Jersey Recruitment, 10p.

[10]New Jersey, Office of Migrant Education, Questions and Answers about New Jersey Migrant Education in the Garden State (Trenton: Department of Education, n.d.), p.8.

[11]South Brunswick (Township), N.J., A Total Concept in Migrant Education, p.7.

[12]"The Stooper," Vineland Times-Journal, July 7, 1970, p.9.

[13]Letter, Ed Connor, Communications Specialist, SCCPE, Bridgeton, N.Y., March 2, 1971.

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[6]Rosemarie M. Bertran, Meet the Migrants...Your Potential Public (Middletown, N.Y.: Ramapo-Catskill Library System, n.d.), 4p. (Mimeographed)

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[10]Letter, Richard A. Bove, Associate, Bureau of Migrant Education, Albany, N.Y., February 22, 1971.

[11]Letter, Dr. Gloria Mattera, Director, New York State Center for Migrant Studies, Geneseo, N.Y., February 25, 1971.

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[2]Letter, Elaine Von Oesen, Assistant State Librarian, North Carolina State Library, Raleigh, March 12, 1971.

[3]Letter, Dorothy C. Fuller, Administrative Consultant, Extension Branch, Virginia State Library, Richmond, Va., March 5, 1971.

[4]Letter, E. Frances Jones, Field Consultant, West Virginia Library Commission, Charleston, Va., March 17, 1971.

[5]Letter, Anna M. Shrewbridge, Librarian, Martinsburg-Berkeley County Public Library, Martinsburg, W. Va., April 13, 1971.

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[6]Letter, Betty Davis Miller, Programs for the Disadvantaged, Division of State Library Services, Florida State Library, Tallahassee, Fla., March 10, 1971.

[7]Letter, Florence E. Biller, Director, Palm Beach County Library System, Palm Beach, Fla., March 22, 1971.

[8]Letter, Helen Watson, Head of Extension, Orlando Public Library, Orlando, Fla., April 13, 1971.

[9]Stoffle, "Public Library Service to the Disadvantaged."

[10]Elizabeth Burr, "Along the Migrant Stream," Library Journal, January 15, 1966, pp.335-6.

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[12]Letter, Mrs. Florence Railsback, Librarian, New Richmond Public Library, New Richmond, Wisc., March 8, 1971.

[13]Letter, Mrs. Loraine A. Boltik, Librarian, Sparta Free Library, Sparta, Wisc., April 13, 1971.

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[15]Letter, Martin J. Zonligt, Head of Public Services, Stanislaus County Free Library, Modesto, Calif., April 8, 1971.

[16]"Library Van Will Provide Farm Labor Camp Service," Modesto Bee, April 5, 1971, p.B1.

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[2]National Council of the Churches of Christ in the U.S.A., Division of Christian Life and Mission, Migrant Ministry, 1968; Annual Report (New York: National Council of Churches, n.d.), p.5.

[3]Massachusetts Council of Churches, The Twenty-second Annual Report of the Migrant Ministry Program in Massachusetts, 1970, p.6. (Mimeographed)

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[6]Dr. Wilbur Hoff, The Use of Health Aides in Migrant Health Projects (Washington: Department of Health, Education, and Welfare, 1970), 32p.

[7]Children's Caravan, Status Report, December, 1970, Weston, Conn. (Mimeographed)

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[10]Reading is Fundamental, Action for Change (Washington: Smithsonian Institution, n.d.), p.3.

[11]Ibid., p.5.

[12]Reading is Fundamental, RIF's Guide to Developing a Program (Washington: Smithsonian Institution, n.d.), 16p.

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[14]"Coca-Cola Sponsors RIF for Migrant Families in Florida," RIF Newsletter, 1, March, 1971, p.2.

[15]Reading is Fun-damental in W. Va., Inc., P.O. Box 1565, Huntington, W. Va., brochure.

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[1]"A.L.A. Council Committee on Freedom of Access to Libraries, Final report to Council," ALA Bulletin, July, 1968, p.885.

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APPENDIX A

Questionnaire

1. Type of library: Municipal___County___Regional___
   Other___

2. Population served:
   ___0 to 25,000 ___50,000 to 100,000
   ___25,000 to 50,000 ___100,000 to 250,000
   ___Over 250,000

3. Size of collection:_____volumes.

4. Hours of opening:
   Sunday ____to____ Wednesday____to____
   Monday ____to____ Thursday ____to____
   Tuesday____to____ Friday ____to____
   Saturday____to____

5. To qualify for a free borrower's card, a patron must:
   ___live within the city limits
   ___work within the city limits
   ___attend school within the city limits
   ___live, work, or attend school within the county
   ___live, work, or attend school within the library region
   ___give the name of a local reference
   ___own property within the city limits
   ___no restriction
   ___other (please describe)

6. Sources of support: (Rate from 1=most to 5=least)
   ___local taxes ___state funds
   ___county funds ___federal funds
   ___membership fees or contributions

7. Check the materials you might be able to borrow from another library (state, county, regional) to supplement you collection.
   ___reference, research materials
   ___non-fiction (to circulate)
   ___popular, current fiction
   ___juvenile books (to circulate)
   ___tapes
   ___foreign language materials
   ___paperbacks
   ___films
   ___recordings
   ___other (describe below)

8. Check the items or services which your library can provide from its own resources.

___paperbacks
___recordings
___phonographs
___films
___projectors
___slides
___tapes
___tape recorders
___pamphlets
___juvenile/YA paperbacks
___magazines
___easy-to-read books of interest to adults
___games or puzzles
___pictures
___government publications
___other (explain below)

Services
___story hours
___film programs
___book talks
___provide space for community affairs programs
___bookmobile
___other (explain below)

Spanish language materials
___paperbacks
___popular novels
___music recordings
___Spanish/English language recordings
___periodicals
___newspapers

9. If there are migrant labor camps located within your library's area of service, state the number of camps____ and the approximate number of people living there____.

****

All responses to the above items will be used in statistical presentations only, all contributors to remain anonymous.

****

10. If your library is presently conducting a program of service to migrant workers in your area, please describe in detail, indicating any other sources of information which discuss the program. (Use back of this sheet, if needed)

11. Please list the names and addresses of any local citizens, private agencies or public institutions presently involved in improving migrant opportunities.

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APPENDIX B

FUNDING INFORMATION SOURCES

1. Children's Caravan, John C. Weistlat, Director of Developments, Weston, Conn., 06880.

   Information on fund raising relevant to establishing a mobile van program.

2. New York State Center for Migrant Studies, State University College of Arts and Science, Geneseo, N.Y., 14454.

   Bureau of Program Funding
   Small Grants in Aid for Innovative Development (SGAID

   Both sources of funds are general in scope and could be utilized for experimental programs in any area designed to improve conditions for migrants.

3. Reading Is Fundamental. RIF's Guide to Developing a a Program. Washington: Smithsonian Institution, n.d. 16p.

   This publication gives many practical suggestions on the organization, funding, establishing, and evaluating an RIF gift book project. This and other informative materials may be secured by writing to Reading Is Fundamental, Smithsonian Institution, Arts and Industries Building, Washington, D.C. 20560.

4. U.S. Office of Economic Opportunity. Catalog of Federal Domestic Assistance. Compiled for the Executive Office of the President by the Office of Economic Opportunity, 1970.

   A publication which describes various federal aid programs. Explains the nature and purpose of the programs, gives the major eligibility requirements, tells where to apply, and lists printed materials available.

5. Winnick, Pauline. "Federal Legislation Relevant to Library Antipoverty Efforts: 1966." Library Journal. January 15, 1966, pp. 347-53.

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SELECTED LIST OF MIGRANT BIBLIOGRAPHIES

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Heathman, James E. and Nafziger, Alyce J. Migrant Education, a Selected Bibliography - Supplement No. 1. ED 040 002.

Both bibliographies are available and may be ordered from the Clearinghouse on Rural Education and Small Schools of Educational Resources Information Center (ERIC/CRESS).

"The Migratory Farm Worker; A Selected Bibliography." ALA Library Service to Labor Newsletter, Fall, 1967. pp.5-8.

Though somewhat out of date, this is a compact presentation including citations for most standard treatments in books, pamphlets, government publications, and periodical articles. A listing of 16 mm. sound films and a roster of names and addresses of agencies concerned with migrant problems add to its usefulness.

National Committee on the Education of Migrant Children. Selected References on Migrant Children's Education. 2p.

This is a very brief annotated list including publications of NCEMC. This agency also publishes Focus, an occasional newsletter on the education of migrant children. A regular feature is the "Focus on Resources" section which presents annotated lists of recently published materials in all forms. These materials can be obtained from NCEMC, 145 E. 32nd St., New York, N.Y., 10016.

National Sharecroppers Fund. Educational Materials Currently Available. 1p.

A briefly annotated list of the publications of this agency with emphasis on materials pertaining to farm labor organizing and living conditions of farm workers and small farmers. Materials are available on request from NSF, 112 E. 19th St., New York, N.Y. 10003. A voluntary contribution is suggested to help defray printing and mailing costs.

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New Jersey. The Governor's Task Force on Migrant Farm Labor. Bibliography. Trenton: Office of the Governor, 1968. pp. 1-4, 1-5.

A list of migratory pamphlets used by the Governor's Migrant Labor Task Force, 1967-68.

New York State Center for Migrant Studies. Materials Available from Center.

These irregularly but frequently published bibliographies are quite extensive. Though the emphasis is on education and educational materials, other areas included are health, housing, labor, legislation, politics, social services, and sociology. Publications of private agencies and state and federal governments are listed. Copies of the items listed may be obtained at a cost of 5¢ per page.

The Center also publishes NYSCMS Newsletter, a quarterly containing articles on federal legislative progress, news items about New York migrant education projects, and longer philosophical articles. A feature of the October, 1970, issue was "Films You May Want to See..." which listed various presentations of state programs on film.

U.S. Department of Labor. Migratory Agricultural Labor: References to Federal Publications, Studies and and Reports, 1959-1968. Unpaged. (Mimeographed).

This substantial list is divided into four sections as follows: 1) Congressional Hearings, Reports, Committee prints; 2) Departmental Publications; 3) U.S. President's Committee on Migratory Labor; and 4) U.S. Treaties.

BOOKLISTS

Reading Is Fundamental. Smithsonian Institution, Washington, D.C. 20560. RIF's Guide to Book Selection and Supplement 1.

These lists of inexpensive books, mostly paperbacks, are classified as to suitability for use with the following groups: black elementary, black teenage and adult; Indian elementary; Indian teenage and adult; Spanish-speaking elementary; Spanish-speaking teenage and adult; and a general list of inexpensive books for use in the elementary grades. Titles are annotated and reading and interest levels are indicated. RIF Newsletter will supplement the lists through its "Book Review" column.

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